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ABSTRACT

A 2-year study was made of professional development programs for occupational-technical faculty in community, technical, and junior colleges. During the first year of the study, a survey of 1,252 community, technical, and junior colleges was conducted. Of the 878 institutions that returned surveys, 708 (85 percent) offered professional development for occupational-technical faculty. Of the 708, 16 community colleges were identified as having exemplary professional development programs. The second year of the study took a closer look at six of those institutions (Southwest Virginia Community College, Edmonds Community College, Midlands Technical College, Alamance Community College, Mid Michigan Community College, and York Technical College) through interviews with administrators and faculty; focus groups; and an examination of their activities, philosophies, and structures. Six themes emerged from these successful professional development programs: (1) the institution has strong leadership that maintains an emphasis on growth and development; (2) full-time faculty perceive a supportive environment with professional development an outcome of such caring; (3) part-time faculty see themselves as significant but lesser members of the institution; (4) both institution and individual benefit from professional development; (5) professional development activities are diverse and oriented to individual needs; and (6) limitations and barriers to professional development are recognized and overcome. (11 references) (KC)

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PROFESSIONAL DEVELOPMENT PROGRAMS, LEADERSHIP, AND INSTITUTIONAL CULTURE: LESSONS FROM A STUDY OF PROFESSIONAL DEVELOPMENT PROGRAMS FOR COMMUNITY COLLEGE OCCUPATIONAL-TECHNICAL FACULTY

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INTRODUCTION

This report presents a description of the activities, the findings, and the conclusions of a two-year study of professional development programs for occupational-technical faculty in community, technical, and junior colleges in the United States. During the first year of this study, a survey of 1252 community, technical, and junior colleges was conducted. Seven-hundred and eight of the 878 institutions which returned surveys (85%) offered professional development for occupational-technical faculty. Of the 708, sixteen community colleges were identified as having exemplary professional development programs. The second year of the study took a closer look at six of those institutions.

Based on interviews conducted with administrators and occupational-technical faculty at the six identified institutions, common themes were identified. The categories that emerged from the interview data enabled the development of insights into the dynamics involved in seemingly successful professional development programs. Insights were also gained from an examination of activities, philosophies, and structures that differed from institution to institution. The findings should prove helpful to community college leaders concerned about professional development at their institutions and to those looking for ways to revitalize their faculty.

The report concludes with a discussion of the implications the findings might have for professional development theorists and practitioners.

Background

The teaching faculty is the greatest resource of any educational institution. Rapidity of change and technical development demand that all faculty, especially occupational and technical faculty, be current in their field and in methods of teaching. The continuing and increasing use of the two-year institution for initial training and for continuing education in the occupational-technical fields reinforces the need for faculty to participate in adequate professional development programs. Keeping an aging faculty vital and excited about their profession is a concern of many community colleges.

The increased use of formal educational settings as the training field for preparing America's quality workforce is documented in studies such as *Workforce 2000* (Johnston & Packer, 1987) and *Workplace Basics* (Carnevale, Gainer, & Meltzer, 1988). Johnston and Packer assert that, "Education and training are the primary systems by which the human capital of a nation is preserved and increased" (p. xxvii). Without competently prepared faculty, the place of the United State in the competitive worldwide marketplace will surely be threatened.

Two-year college faculty as a group have only tenuous ties with their academic disciplines and professional associations, read their professional journals infrequently, and have only modest involvement with the professional development activities that nourish most higher education faculty members (Cohen & Brawer, 1977; Seidman, 1985). There have been few comprehensive studies and only scattered local studies of professional development for occupational-technical faculty in two-year colleges.

The focus of this report is a detailed examination of professional development as seen by those who implement and those who take part in the entire range of professional development activities. All of those who took part in the interviews were given a copy of the definition of professional development as defined for this study. Professional development programs were defined as systematic and intentional efforts developed and delivered at the department, division, or college level for occupational-technical faculty. The scope of this definition covered activities that address the personal development of full-time and part-time faculty in areas related to their general professional responsibilities. These activities included teaching and advising, competency in their teaching discipline, and the various aspects of institutional development as it relates to the planning and support of occupational-technical programs.

Summary of the First Year

In the first year of the study, we surveyed all community colleges in the country and received completed questionnaires back from 878 institutions. This represented a seventy percent response rate. The survey forms were based on a literature review that initially searched for some theoretical basis for professional development that could be used as an organizing principle for the survey. One of the disconcerting elements of the

literature review was the inability to find a single, or even a possible, theoretical basis for a model. Without such a theoretical base, the researchers were left having to depend upon dimensions of practice to describe professional development programs. Four dimensions were identified and the questionnaire was organized around those four. The four areas were (1) program organization, (2) topics addressed in professional development, (3) the delivery systems used, and (4) the incentives provided. Under each of those areas, the researchers selected items derived from the literature that represented practice as described in the field. Since the information gained from the questionnaires was based on the dimensions of practice derived from the literature, the end result of the survey was essentially a profile of practices in the field. What was gained from this survey was perhaps the most comprehensive profile to date of practices in professional development in community colleges in the United States with a particular focus on occupational-technical faculty. Table 1 is a summary of the responses from the 708 institutions that reported having professional development activities for their occupational-technical faculty.

A primary task for the researchers was to identify exemplary institutions to be the subject of case studies during the second year. Since there was no unifying conceptual or theoretical base for professional development programs, the researchers had to develop criteria based upon the descriptive data. In lieu of any conceptual base, comprehensiveness was chosen as the guiding principle. Therefore, the research staff set out to identify those institutions whose practices in professional development represented a comprehensive use of the array of practices identified under the four identified dimensions. The initial criteria was set at the eighty percent level, suggesting that the returns would be searched to find if any institutions offered at least eighty percent of the practices that had been identified under each of these four categories.

Sixteen of the 708 institutions with professional development activities for occupational-technical faculty emerged meeting the eighty percent criteria level. The sixteen represent approximately two percent of those institutions with professional development programs and clearly represent an elite group. The research team chose to call these institutions *exemplary*. They are exemplary only in that they represent the most comprehensive use of the identified practices within professional development programs.

These sixteen institutions represented an interesting cross-section. They ranged from urban, to suburban, to rural. Their enrollments ranged from ten thousand to two thousand FTE. They represented a broad geographic spread from institutions on the west

coast in the state of Washington, to an institution in the southwest, to one in the Midwest, to a cluster of institutions along the eastern seaboard, extending from South Carolina to the New England area. The selection process failed to identify institutions in the extremes of size. The median size for a community college in the United States is approximately twenty-five hundred FTE. There were no institutions in this elite group that had enrollments below two thousand FTE and none with enrollments above ten thousand FTE. So the extremes, the very small and the very large institutions, did not find their way into the two percent sample of exemplary institutions.

A second survey was conducted which surveyed a sample of the occupational-technical faculty of the sixteen exemplary institutions as well as thirty other institutions that were randomly drawn from the remaining 692 of the 708 institutions. Table 2 is a summary of 1380 faculty responses from the forty-six institutions.

The faculty tended to view professional development differently than the administrators who responded to the institutional survey. Table 3 is a summary of several of the significant and contrasting findings between the institutional survey and the faculty survey.

Summary of the Second Year

From the sixteen exemplary institutions, six were chosen for further study. The six were chosen to provide representation from urban, suburban, and rural institutions and ranged in size from approximately eight thousand to two thousand FTE. The selection of institutions for case studies also provided a geographic spread. Selected for case studies were an institution on the west coast, an institution in Michigan, and four institutions along the east coast.

Before the actual case studies were begun, the research staff underwent training in conducting both focus group and individual interviews. The research staff conducted videotaped focus group interviews and later analyzed them to determine the most effective use of this technique.

Table 1

Summary of Responses to Institutional Survey

A. Overall planning of professional development:
   1. Eighty-two percent reported faculty input to planning professional development activities.
   2. Only seven percent reported substantial administrative input.
   3. Professional development is primarily planned around full-time faculty needs.
   4. Over half of the institutions (55%) rarely have part-time faculty participation in professional development.
   5. Almost half (48%) rarely make professional development available to part-time faculty.
   6. Almost three-quarters of the responding administrators reported there was little institution-wide planning.
   7. Almost all (96%) reported OT faculty are treated as well or better than all other faculty.

B. Funding:
   1. Ninety-three percent reported stable or increasing professional development budgets over the past three years.
   2. Forty-one percent reported an identifiable budget line for professional development.
   3. Seventy-four percent reported no funding for part-time professional development.

C. Topics of professional development:
   1. Emphasis is on the improvement of instruction in over two-thirds (67%) of those reporting.
   2. Dominant topics represented in professional development activities included the following:
      a. Eighty-eight percent had topics dealing with teaching methods.
      b. Eighty-seven percent presented computer-assisted instruction.
      c. Over three-quarters reported topics on advising and student evaluation.
   3. Eighty-two percent reported professional development activities dealing with knowledge and skills updating.
   4. Seventy-two percent reported the role of general education in OT programs as a professional development topic.

D. Delivery methods for professional development:
   1. Low-cost options most frequently used.
   2. Over ninety percent used group and on-campus workshops.
   3. Ninety percent used local, state, and national conference attendance.
   4. Seventy percent used participation in task forces and panels, faculty consulting, and reading professional literature.
   5. Seventy percent used credit and non-credit coursework and sabbaticals.
   6. Seventy percent used mentoring and research activities.
   7. Forty percent used retreats, faculty exchanges, and internships.

E. Incentives used:
   1. Eighty percent relied on the intrinsic reward of professionalism.
   2. Eighty percent used reward of travel funds.
   3. Seventy percent gave release time and paid tuition.
   4. Sixty percent provided sabbaticals.
   5. Fifty percent required participation in professional development activities.

Table 2

Summary of Faculty Responses to Survey

1. Over one-third (33.4%) tended to agree that professional development is planned by administrators without faculty input.

2. Almost thirty percent viewed professional development as irrelevant.

3. Topics most participated in
   a. Teaching methods (56%)
   b. Skills and knowledge updating (65%)
   c. Curriculum development systems (47%)
   d. Personal development/wellness (55%)

4. Most faculty (75-80%) used on-campus workshops, group orientation, professional literature, local professional organizations, and conferences as preferred delivery methods.

5. Incentives for participation in professional development activities
   a. Travel funds (84%)
   b. Individual professionalism (82%)
   c. Participation required (82%)
   d. Professional association membership and subscriptions (81%)
   e. Tuition paid (75%)
   f. Sabbatical (23%)

6. Why faculty chose *not* to participate in professional development
   a. Not interesting to them (24%)
   b. No benefit or gain (18%)
   c. Not at a time when they could take it (45%)
   d. No recognition given toward promotion (26%)
   e. No recognition given toward salary (33%)

Table 3

Significant and Contrasting Findings

Between the Institutional Survey and Faculty Survey

1. Neither rated evaluation of professional development activities as frequently done:
   a. Only thirty percent of institutions reported evaluation as almost always done.
   b. Only seventeen percent of faculty reported it as being done.

2. Evaluation of instruction was infrequently used to identify professional development needs:
   a. Fourteen percent of institutions reported it almost always done.
   b. Only nine percent of faculty reported it almost always done.

3. Participation in professional development was often required:
   a. Fifty-five percent of institutions required professional development.
   b. Eighty-two percent of faculty reported it was required.

4. Administrators and faculty differed on the relevancy of professional development:
   a. Eighty-five percent of administrators tend to agree that professional development is relevant.
   b. Twenty-eight percent of faculty tend to agree that it is irrelevant.

Case studies consisted of on-site interviews with college personnel, both focus group and individual, to probe tentative and alternative hypotheses about correlates of successful programs. An interview team consisting of either two or three staff members conducted the case studies. The interviews were conducted in one or two days, depending upon the size of the institution and the number of interviewers involved.

Because little was known about the views of those studied, it was decided to use an unstructured approach to gathering data. A four-step approach to interviewing was followed (McCracken, 1988). This approach involves the development of analytic categories from the literature, the development of cultural categories based on experience, the gathering of cultural categories, and the organization of data into analytic categories. Such an approach begins with a "grand tour" question asking informants to give an overview of the topic. Probes were used to elicit additional information, but care was taken to remain neutral and not lead informants. Other questions followed, designed primarily to gain insight into the views of informants.

A similar approach was followed in conducting the focus groups. Since the ultimate goal was to hear from the informants in their own words, care was taken not to provide leading questions and not to have a structured schedule of questions. Rather, the leader played the role of a facilitator, beginning with a neutral statement and remaining relatively "outside" of the "conversation" of the members of the focus group. Appendix 1 reflects the kinds of questions used in the interviews and focus groups to guide the discussions in the direction that yielded as much information as could be obtained about professional development activities at the specific institutions. This approach is considered one of the most successful ways to gather information on the desired topic (Morgan, 1989). It keeps the views of the leader, which might be revealed in a structured format, separate and outside of the focus group.

Following a qualitative perspective, the authors chose not to quantify their data or report percentages of those who responded in a particular way. The authors used an inductive approach to data organization and analysis. The analytic process was informed by the concept of theoretical sensitivity, an approach that utilizes insight and understanding gained by interacting with data, not by counting data points (Strauss & Corbin, 1990). By having several of the researchers analyze and code data separately and then together, a heightened awareness of the data was established.

At each of the six institutions, both focus group and individual interviews were conducted with available administrators and faculty. Faculty, both full- and part-time, were interviewed using the focus group technique. The number of participants in the focus groups ranged from six to ten. Acting as facilitators during the discussions were, usually, one principal researcher and a research associate. In some instances, faculty were segregated by their status as full- or part-time, but in most cases there was a mix in the group. Key players in the professional development activities at each institution were identified from the prior survey data, the preparatory telephone conversations, and the focus group activities. As far as possible, interviews were arranged one-on-one with these key players. These interviews did not make use of a fixed protocol, but revolved around the dimensions of professional development which had been identified through the literature review. They relied heavily upon probes and exploration based upon knowledge gained from previous interviews and interviews at the current institution.

With the permission of all interviewees and with the research team's assurances of complete confidentiality, audiotape recordings were made of all interviews. Upon returning to campus, the audiotape recordings were transcribed, copied, and distributed to each member of the research team for analysis. The researchers were careful in each case that one member who had not attended the on-site case study was involved in the coding of the transcripts. The technique of domain analysis was used to code the transcripts, where each member of the study research team read each transcript and assigned categories to the interviewees' comments. The categories of responses reflected the reader's best judgement of the general intent of the interviewee in expressing his/her opinions.

For example, the following paragraph was taken directly from one of the transcripts:

> Just speaking on my behalf, the administration has been very receptive to what the faculty wants. I know one time the inservices were not very good and I think that we all started complaining . . . going years back. And then they started sending out questionnaires. Ok, well if you don't like what we are doing, what do you want us to do? Remember those? (agreement) And from that . . . for the past three or four years, has been . . . it has been. Now, I am kind of interested to see what we are going to have. Whereas before, I was kind of like, "Oh Lord, another wasted day."

In the margins of the transcript were written "Relation of Faculty & Institution" and "Institutional receptivity." These phrases, taken with similar phrases written by other researchers, were used to establish categories.

Once categories were identified on the transcripts by several readers, the readers reduced the categories by collapsing them into more thematic terms. Once themes were identified, the entire team was brought together to discuss the process of reduction; to discuss the themes; and to clarify, modify, expand, or delete the themes being developed. This process began after two of the case studies were conducted, and continued throughout the balance of the project.

The only variation from this procedure was during the final case study, where we moved directly from recorded material to the identification of categories and themes. In this last case, the research team decided to experiment with the methodology to see if any new themes emerged and to use the sixth case study as a validation for the themes which had been identified in the first five studies. This procedure seemed to work rather well. The research team was satisfied that no new categories or themes emerged during the sixth case study and did not see any reason to contest the themes which had already been established.

Other validation techniques included having several members of the research team read the same transcript, assign categories, and work together to establish common categories. There was, obviously, cross reading as the researchers moved to the reduction of categories to themes. The process of introducing members to the analysis team who had not been present in the case study interviews themselves gave an outside, objective perspective on each. It was felt this served to validate the ultimate findings and to insure reliability.

DESCRIPTIONS OF CASE STUDY INSTITUTIONS

Southwest Virginia Community College

Southwest Virginia Community College (SWVCC), located in the mountains of rural southwest Virginia on a one-hundred acre site, is one of twenty-three comprehensive community colleges within the Virginia Community College System. SWVCC opened to students in the Fall of 1968 with an initial enrollment of 710 and currently enrolls over six-thousand full- and part-time students in AA, AS, and AAS degree, diploma, and certificate programs. SWVCC is also active in continuing education and community services.

SWVCC does not have a formal, structured professional development program. The strength of its professional development appears to be grounded in the support given it by the president, who has been in that post since the establishment of SWVCC in 1968. The president was given credit by his faculty and administrative staff for nurturing a climate that facilitates and encourages professional development among the faculty and staff.

During the case study conducted at SWVCC, twenty full-time and five part-time occupational-technical faculty participated in focus group discussions. Four administrators—the dean of instruction and three division chairs—were also interviewed.

Edmonds Community College

Edmonds Community College (ECC) is an urban community college located in the metropolitan area north of Seattle in Lynwood, Washington. ECC was established in 1967 and currently enrolls over seven-thousand students in AA, AS, and AAS degree programs, as well as certificate and diploma programs. ECC has a college-wide faculty development committee composed of faculty and administration. There is a collective bargaining agreement for faculty that provides financial support and encouragement for professional development. Administrative support for professional development is evident in significant funding, the establishment of a staff position for professional development, and in encouragement of professional development activities.

The case study at ECC included five focus groups of occupational faculty, with an average of seven full-time and three part-time faculty. The dean of instruction, one division chair, and the coordinator of professional development were also interviewed.

Midlands Technical College

Midlands Technical College (MTC) is an urban, comprehensive two-year college located on two campuses and one center in and around Columbia, South Carolina. MTC enrolls over six-thousand students in college transfer programs, occupational-technical programs, developmental studies, and continuing education.

MTC was established in 1962 as the Richland Technical Education Center. In 1973, Richland Technical Education Center merged with the Columbia Technical Education Center and Palmer College to become MTC. The institution actively promotes professional development for its employees as evidenced by a thirty-page faculty/staff development handbook which took approximately one year to develop. MTC has a ten-person professional development committee and a director who allocates approximately fifty percent of her time to professional development activities. The handbook clearly defines criteria that faculty, department chairs, deans, and others may use to evaluate their professional development needs. MTC is committed to stimulating the professional development of its faculty and staff and to "providing an environment where teaching and learning are a dynamic process" (Midlands Technical College, 1988, p. 1).

The case study at MTC included conducting four focus groups of occupational-technical faculty, consisting of twenty-five full-time and eight part-time faculty. Four administrators were also interviewed, which included the dean of instruction and three division chairs.

Alamance Community College

Alamance Community College (ACC), located on a forty-eight acre campus in rural Haw River, North Carolina, was established in 1959 as the Alamance County Industrial Education Center as part of a statewide system of industrial education centers. In January 1964, the status of the Center was changed to a technical institute accompanied by a change in name to Technical Institute of Alamance. The name was later changed to Technical College of Alamance, and, finally, on January 1, 1988, the name was changed to Alamance Community College. ACC currently enrolls over three-thousand students in a wide variety of college transfer and occupational technical programs.

The administrative leadership of ACC is visibly committed to professional development and encourages all faculty members to be involved in activities that facilitate professional growth. ACC has a professional development committee composed of eleven college personnel appointed by the president. This committee has been given several responsibilities, including (1) to plan and encourage professional development opportunities for all institutional personnel, (2) to seek positive support of professional

development from top administrative staff, and (3) to encourage the development of a total professional development plan for each institutional employee.

A variety of resources, including financial, are made available to ACC faculty and staff. The college sponsors workshops and seminars, supports employee's efforts to attend state and national conferences, and allows full-time employees to take one free ACC course each quarter. Additional resources are made available through the ACC Foundation and the Tier A program, a state fund allocation program, of the North Carolina Department of Community Colleges.

The case study included conducting four focus groups which averaged six full-time and two part-time faculty. The dean of instruction, the coordinator of professional development, and one division chair were also interviewed.

Mid Michigan Community College

Mid Michigan Community College (MMCC), located on a fifty acre campus in the rural, central lower peninsula of Michigan, was established in 1968 and enrolls nearly two-thousand students. MMCC is a comprehensive community college offering a variety of occupational-technical programs, college transfer programs, remediation, and continuing education and community services.

Professional development (termed staff development) activities at MMCC are coordinated by a committee which is chaired by a staff development coordinator. The staff development committee consists of three members each from faculty, support personnel, and administration. MMCC has defined staff development as "those planned activities that help the institution achieve its potential through enhancement of individual abilities" (Mid Michigan Community College, 1990, p. 2). MMCC has identified three levels in its staff development plan: (1) individual development, (2) program/department development, and (3) organizational development. Each year the primary thrust of staff development changes; for the academic year 1989-90, the emphasis was on individual development.

MMCC underwent a change in leadership during the course of this study. One president resigned in May 1990 and a new president took over in August. Although MMCC was identified as having an exemplary professional development program, there

was much discussion during the follow-up case study concerning the role the previous president had in promoting professional development among the faculty.

The case study at MMCC included conducting three focus groups with seventeen full-time and eight part-time faculty. Four administrators were also interviewed: the president, academic dean, dean of continuing education, and one division chair.

York Technical College

York Technical College (York Tech), located on a one-hundred and eight acre suburban campus in Rock Hill, South Carolina, opened in 1964 as the York County Technical Education Center and has grown from an initial enrollment of sixty students in seven programs to nearly three-thousand students in more than fifty-five accredited programs. York Tech is a comprehensive institution offering diversified technical and college transfer programs as well as continuing education courses and a variety of community services.

The professional development program (termed faculty/staff development) is directed by the Professional Development Council (PDC). The PDC is composed of (1) one faculty member and the dean from each academic division, (2) two representatives from non-instructional staff, (3) the Vice President of Instruction, (4) the Vice President for Development, and (5) the Instructional Developer. Each faculty member is appointed to the Council by his/her division dean for a two-year term. Each staff member is appointed by the Executive Committee for a two-year term. Among the duties of the Professional Development Council are to promote development activities and serve as contact persons for proposal development, review and evaluate proposals submitted for development, and recommend proposals to the Executive Committee for funding.

The Executive Committee of York Tech uses some $80,000 each year to support faculty and staff in such activities as return to industry, return to university, inservice training, and a variety of other projects.

The professional development program at York Tech is highly structured. Faculty and staff must submit project proposals to be reviewed by the Council and each approved

proposal must meet one or more stated criteria. Project proposals may request funds for such things as tuition, books, meals, travel, release time, or equipment.

The case study at York Tech included conducting two occupational faculty focus groups consisting of fifteen full-time teachers. The president, dean of instruction, and one division chair were also interviewed.

IDENTIFICATION AND DISCUSSION OF THEMES

Overview of Themes

Upon analysis of the interview data, six themes emerged; that is, six themes proved to be consistent across all institutions selected for follow-up case studies. Those six themes were as follows:

1. The institution has strong leadership which maintains an emphasis on the growth and development of individuals, programs, and the institution.
2. Full-time faculty perceive a caring and supportive environment at the institution, with professional development an outcome of that environment.
3. Part-time faculty see themselves as significant but "lesser" members of the institution.
4. Both the institution and the individual benefit from professional development activities.
5. Professional development activities are diverse and oriented to individual needs and interests.
6. Limitations and barriers to professional development were present, acknowledged, and usually overcome.

A surface level examination of the institutions selected for case studies resulted in several initial conclusions. The first was that the criteria for identifying exemplary programs were reasonable and held up to a closer inspection. Second, it was clear that each of the six institutions was actively and, for the most part, visibly involved in professional development. And third, it was clear that each of the six institutions seemed to

be successful in its efforts to promote and encourage professional development for its faculty and staff.

A single best or "ideal" professional development model did not emerge from the examination of these six institutions. There was considerable variation among the six institutions in terms of the structure and organization of the programs. The organization, content, delivery, and incentives varied widely among the six cases. All used planning, established a support structure, and committed resources for professional development, with flexibility being clearly evident. A more thorough and in-depth discussion of these initial determinations is presented in the "Conclusions and Implications" section of this report.

- **The institution has strong leadership which maintains an emphasis on the growth and development of individuals, programs, and the institution.**

  One factor that emerged consistently across all six institutions was leadership and its relationship to institutional climate. It was perceived by nearly everyone interviewed that having a climate which facilitated professional development was an important ingredient to a successful professional development program. Strong leadership was certainly evident in each institution and it was this leadership that provided the necessary support and encouragement. Support was exhibited in a variety of ways, from verbal support, to institutional policy, to financial. A faculty member explained the type of support exhibited at his/her institution:

  > There is a policy at the college for professional development and there is a commitment from the administration to support professional development activities; there is a faculty committee that is appointed on a yearly basis.

  A dean at the same institution put it this way:

  > Everyone is expected to get involved in [the] planning of professional development activities. For example, if someone agrees to take on a leadership role in a civic organization or a professional organization, I see that as a part of professional development—developing those leadership skills through practicing those skills.

At another institution a full-time faculty member had this to say:

> I think it may go back to what I perceive as . . . the institutional philosophy of growth, and I think growth and development . . . go hand-in-hand. [Growth and development] tend to be encouraged. I think the best analogy is that if you have an idea for something you want to do that has any merit at all, the general answer is go for it.

Another full-time faculty member said simply, "I was hoping someone else would say this, but I think a lot of our success in professional development comes from the top."

Many faculty expressed the opinion that professional development is encouraged, but not forced upon them. The general impression was that having freedom of choice actually stimulated faculty involvement in professional development. The following two quotes, the first from a faculty member and the second from an administrator, illustrate the perceptions of many of those interviewed:

> I kind of like the idea that faculty and staff do not feel pressured to be engaged [in professional development activities], but they do it because it is supported and encouraged.

> And I think [faculty] are rewarded in a lot of ways. And I think that how we reward it is probably sort of subtle: By giving a lot of support and freedom to people who move in these directions . . . has a way of reinforcing programs that are addressing issues, solving problems, and moving ahead.

As important as climate, leadership, and encouragement seemed to be to establishing a successful professional development program, being able to provide the financial resources that allowed faculty to participate was also important. Each institution acknowledged that providing financial resources by covering expenses such as travel, tuition, and registration fees; by providing release time; or by providing substitutes to cover classes, was an important and possibly necessary component of its professional development program. According to one administrator,

> And if they want to experiment, the extended learning director has given them time to develop classes, paid time to develop classes. . . . And I think to the extent that the institution has been able to, they have tried to fund some professional involvements in training and, certainly in my division, they have funded professional

> accreditation in both the legal assisting and medical assisting programs. It is expensive, but I think very valuable to those faculty.

A faculty member at another institution offered this comment:

> [This institution] is one of the largest supporters of the Virginia Community College Association in professional development. That goes back to . . . having the where-with-all to participate in these things. And, as I say, we've been lucky so far in that the college has seen the ability to support it.

Support was shown in ways other than direct financial assistance; for example, time off. An allied health faculty member echoed the remarks of others as she expressed her appreciation for the support she received:

> One other thing I don't think has been mentioned is that the college has been very good about granting time off if you do participate in other professional functions. In other words, if you are asked to give a lecture or a presentation somewhere, they are pretty good about granting that time to do that. It's not funds, [but] time off can be just as important as funds itself.

There was considerable variation in the extent each institution directed and coordinated professional development for their faculty. At one extreme was an institution that was extremely structured with a very specific set of procedures for faculty to follow, and at the other extreme was an institution that had no formal, written professional development plan or policy. Between these two extremes were a variety of formal and informal plans and structures. A faculty member explained the professional development plan at his institution this way:

> There is no formal professional development plan anywhere [at this college]. There is no set list of things that an individual can do to get professional development. It has kind of evolved out of a number of things that, I think, number one, our administration has always seen the need for some professional development and has made funds available on a request basis.

An administrator at another institution explained how professional development became more structured at his institution:

> At that point [1977 or '78], we did not have a very structured [professional development program]. It was almost an individualized plan that was dictated by individuals. . . . [Now] we have a standing committee on professional development. . . . And

> so we have people who have an intense interest in professional development that serve on that committee.

Even when a formal structure existed, very often there was an awareness of the need for flexibility. Many faculty members mentioned that the administration at their respective institutions was flexible and accommodating. For example,

> Well, sometimes I know we do have guidelines and criteria that [govern] our professional development, but it is such that it can be flexible. . . . There is a lot of flexibility within the department for folks who want to go back and take courses say, at the university. They may not get reimbursement for tuition, but they may be able to take a course that would normally be during working hours, and [the administrators] flex the time a little bit.

Too much structure was seen by some to inhibit rather than facilitate professional development. An administrator expressed his concern in this manner:

> We put value in [professional development]. . . . When you begin to try to [offer] professional development in a highly structured way . . . you tend to limit professional development rather than facilitate it. . . . So rather than trying to structure those kinds of activities, we encourage people to think about what kinds of things they need to be engaged in.

Coinciding with a formal committee structure generally was a plan. One of the responsibilities of many of the committees was to either develop a plan or implement a plan that had been developed by another committee. An administrator explained the relationship between the committee and the plan:

> [Professional development is part of] an institutional plan that is developed in conjunction with the dean of instructional services office . . . that will prioritize on an institutional level [our] professional development needs. . . . The committee functions primarily as a planning group.

It became evident, however, that a formal, structured professional development program and plan were not prerequisites for effective professional development. At one institution where no formal structure or plan existed, a faculty member had this to say:

> As far as [a] formal institutional professional development plan, nothing has ever been committed to paper as saying this is what the institution will do, you know, as such. But it has, I guess, been

> underlying all across the campus that if anyone has a burning desire, legitimate request, a need for some information, they need to go up the chain of command to request participation. . . . [One reason for our success] is because of the individual input into their own professional development.

Although considerable variation existed across all six institutions in terms of the specific structure, types of activities, and amount of financial resources available, certain characteristics were consistent. The leadership of each institution established a tone that encouraged and stimulated faculty and staff to actively pursue professional development opportunities. Each institution offered support, financial when possible, and in other, less tangible ways when appropriate. The extent of formal structure varied across the six institutions, but in most cases there was some degree of planning involved. A primary difference among the institutions in terms of structure and planning was related to whether the planning took place with the individual, with the department, or with the institution.

- **Full-time faculty perceive a caring and supportive environment at the institution with professional development an outcome of that environment.**

A primary ingredient to successful professional development, of course, is the faculty. Faculty at each of the six institutions exhibited a high degree of dedication to the institution and attributed much of this sense of community to the caring attitude of the administration and other faculty. Speaking of some of the visible support given by the institution, one faculty member had this to say:

> Last August all of us went to Reno for the national business education conference . . . [and] all of our two full days subs were paid to come and be in our classes. . . . That was the first time in twenty-two years that we have had that backup. . . . And that was an incredible gift, I thought. Because it shows the students are cared for and we're cared for.

And a faculty member at another institution had this to say:

> [The President] . . . does one thing probably better than most employers I've ever known . . . he cares about me. Now if he cares about me, it's a lot easier for me to walk into my classroom and care about my students because I know that's going to be supported.

It was clear that this feeling of being "cared for" helped to solidify in faculty a sense of loyalty to the institution, dedication to the profession, and motivation for personal and professional growth. In many cases, faculty expressed the feeling that they were part of a community, or even more, part of a family. One faculty member expressed it this way:

> [The President] made the statement, "do what you love, love what you do, and always deliver more than you promise" . . . [All faculty] love their jobs. They love what they do and are doing what they love. And, I think everyone tries very desperately to deliver what they promise.

And at another institution an administrator had this to say:

> And I think that that is a real reaffirming thing about the faculty and staff . . . to have that concern [for colleagues]. No tendency at all to be self-serving. We were finding that true even when a faculty member is out for an extended medical leave or something like that. They are willing to let other faculty members share [the responsibility] of covering. But I think that comes about when one works somewhere for ten to fifteen years that the camaraderie is so intense.

Another general characteristic of faculty was their sense of professionalism and commitment that they were going to do whatever was necessary to be the best. One faculty member said it most directly, "We are not professional if we don't [participate in professional development activities]." At another institution there was a clear sense that faculty were driven to be involved in a wide variety of activities both inside and outside the institution. A faculty member had this to say:

> I don't know whether we have staff that are just gluttons for punishment or what, but if you go down the list of some of [our faculty] you might have eight or ten people [who] are involved in their disciplines, their academic areas on a state and national basis, with the state offices and national offices.

At another institution, faculty commitment was explained this way:

> [The faculty] just enjoy doing what they're doing. Yet they're responsible not just for the job but they're responsible to themselves and they want to be engaged in activities of developing their skills.

Part of the commitment to professional development by occupational-technical faculty can be explained by the need to remain up-to-date in their fields of

expertise. Many recognized the importance of staying up with, or even staying ahead of, the many technological advances taking place in the world around them. One faculty member put it quite simply:

> Technology is changing and the faculty and staff need to be up and ahead, if at all possible, and the way to do that is through professional development.

The full-time faculty from these six selected institutions consistently demonstrated a strong identification with the institution and with other full-time faculty. This identification appeared as commitment to the purposes of the institution, to their professional field, and to their students. This sense of caring is associated with the institution and its personnel and is reinforced by professional development activities. There were a few disaffected faculty, but even they found aspects of the institution, their role, or their teaching activities that provided a sense of support and belonging.

- **Part-time faculty see themselves as significant but "lesser" members of the institution.**

Although part-time faculty are making up an increasingly greater percentage of faculty at many community colleges, it became clear as the six selected institutions were examined that part-time faculty were not given the same opportunities for professional development as full-time faculty. Many of the professional development programs either excluded part-time faculty completely or supported part-time faculty at a much lower level. It was clear that part-time and full-time faculty were treated differently when it came to professional development. In most cases, (1) there was no structure for part-time faculty development, even if one existed for full-time faculty; (2) there was little or no financial support for part-time faculty development; (3) professional development activities that were open to part-time faculty were often scheduled at times inconvenient for part-time faculty; and (4) in general, there was little or no institutional support for part-time faculty professional development. In spite of this seeming lack of support, there still was a sense of loyalty and commitment to the institution among the majority of part-time faculty interviewed for this study.

Regarding the lack of financial support, a part-time faculty member at one institution said this, "I received no financial help at all [when I took a class]. It was all my responsibility." And later in that same interview, another faculty member said this:

> Roxanne and I belong to NCEAA and they meet twice a year. So [the institution] has been really good about letting us go to the seminars and meetings and they usually pay our gas and, if it is far enough away, they may pay for one night's room. . . . But sometimes we don't get notification of seminars that we would like to go to and it gets sent to other non-members [full-time faculty] and they end up going instead.

The comments from part-time faculty at the above institution are typical of the kinds of problems with which many part-time faculty were confronted. It was true fairly consistently across the institutions that certain expenses for part-time faculty were met while other expenses were not. It was not always clear to the faculty which expenses these would be. Another problem raised by the faculty members in the above interview was that of preferential treatment of full-time faculty. The faculty member quoted above went on to say:

> The department of community colleges was paying the bill for the workshop so that each school could send one or two of their instructors. Well, full-time faculty who were not members of the organization went. We, as members, were not only not sent, but were not given the information so that we could have paid for it and gone ourselves.

Difficulty in receiving information related to professional development activities was consistently voiced by faculty at each of the institutions. The following examples serve to illustrate comments from several part-time faculty members:

> I would love to be more involved in things here if I knew about them. That is the big problem. In terms of communication, we find out about things [after they've happened]. . . . It seems as if there is different communication [for part-time and full-time faculty].

At another institution, a part-time faculty member had this to say:

> In the subject of staff development, how much information do we get may not really be directed to our business director having done this. . . . She gets that and does not know whether we are getting it.

> Maybe that information is available to us in a "take-one" box, which they tend to do for some of these things because . . . there are a lot of part-timers and a lot of boxes they have to put this information into. So sometimes . . . we may miss the opportunity for that information.

Many of the part-time faculty members interviewed indicated the times and places for many inservice types of activities were in conflict with their schedules, thus prohibiting them from taking part. A continuing education administrator, talking about part-time off-campus faculty, explained in this manner:

> [For our off-campus part-time staff] the opportunities are not scheduled at times when most of them can participate. Most of them are working full time, teaching part time, and are teaching off-campus. It is difficult to find the time when we can schedule the activities so that they would be available.

Of course, not all part-time faculty members felt neglected or left out of professional development. According to one part-time faculty member,

> In terms of professional development, I don't think we have ever been denied access to anything that is offered to anyone else. I don't know if there is, for the full-time staff, if there is a structured plan or professional development sequence.

In spite of the difficulties described above, there was clear agreement among the part-time faculty interviewed during the period of this study that they, too, felt "cared for." Part-time faculty exhibited positive attitudes towards their institutions and most expressed the perception that the administration was concerned about them. A part-time faculty member at one institution made this comment:

> I do have to say something positive about [this institution] compared to the other places that I have worked. There's no comparison. This place is much more concerned about their part-timers than the other schools I work in. Much, much, better.

Later in the same interview, another faculty member expressed a similar view:

> So that kind of positive management attitude has contributed to a favorable attitude from my viewpoint, as far as being a part-timer around here; which in itself is an [improvement] as opposed to other institutions where I have looked at being employed.

This feeling of institutional concern stemmed from more than the physical help and support, although the physical support was present. One faculty member expressed it this way: "And it is more than actually the physical help, there is a mental attitude that is far superior."

Many part-time faculty expressed the view that the administration wanted them there and made efforts to accommodate their personal schedules. For example,

> I feel that they are real accommodating to me in many ways. . . . They make an effort to give me classes that are in the morning or find something . . . to keep me here for the next quarter. I feel that they have been real accommodating.

The end result of this perceived sense of belonging on the part of part-time faculty was a commitment and loyalty to their respective institutions. A part-time faculty member explained her commitment in this way:

> And I made a choice finally of concentrating on one place and I chose this as opposed to [another institution] because the atmosphere here to me is so much better.

A part-time faculty member at another institution had this to say:

> Having worked at so many other places, I can't believe the difference. . . . The other places know that my first loyalty is here, and [the administrators at this institution] know that my first loyalty is here.

During the course of conducting these case studies, it became clear that part-time faculty were not provided the same professional development opportunities as full-time faculty. Part-time faculty were not included in most professional development plans and were not given significant financial support. The scheduling of institution-supported activities made participation by part-time faculty difficult. Despite the lack of tangible support, most part-time faculty interviewed in the exemplary institutions perceived they were valued members of the college family and had developed a sense of loyalty to their respective institutions.

- **Both the institution and the individual benefit from professional development activities.**

The professional development programs examined in this study clearly involved a dynamic interaction between the institution and the individuals within the institution. The institution in this context was represented by the top-level administrators (e.g., the president) who communicated the goals and purposes of the institution to the college community. The key elements in this relationship are leadership and communication. In the six case study institutions it appeared that the direction of professional development was influenced both from the top-down and from the bottom-up. From the top came the support and encouragement necessary to sustain professional development activities, and from the bottom came many of the ideas, suggestions, and requests for professional development. Communication and a sharing of ideas were clearly important elements to these professional development programs. A division chair at one institution spoke to the importance of talking and sharing ideas:

> The atmosphere here is supportive, especially in this building because we have the [opportunity] to escape to this little room next door and sit around the table every once in awhile and just chew the fat without being interrupted a hundred million times. People sit down and talk a lot. And that's where a lot of the good ideas and the visions come from.

An administrator at another college spoke of the importance of the professional development committee in allowing faculty and administrators the opportunity to meet and discuss issues related to professional development:

> Well, I think most of the ideas on the committee came out of energy exchange between administrators and faculty on the committee. . . . And although certainly [administrators] have a different point of view and are not always in touch with needs . . . one of the richest things about staff development is that it is an area where administrators and faculty can work well together. And there is a real possibility of good exchange there.

Strong, supportive leadership coupled with the empowerment of faculty through open communication and a sharing of ideas allowed for a dynamic interaction between the institution and the individual, resulting in a strong, comprehensive professional development program in each of the six case study institutions.

- **Professional development activities are diverse and oriented to individual needs and interests.**

Since comprehensiveness was the criterion for inclusion in the group of exemplary programs, it was not surprising that each of the six institutions selected for case studies supported a wide range of activities for faculty and staff. One administrator, while explaining the purpose of professional development at his institution, seemed to be making a case for a diversity of activities:

> The way professional development is viewed here is, it takes a two-pronged outlook. By people within the engineering division, the most typical perception, and that includes people like me, is that the greatest need is maintaining technological and discipline-related currency. . . . But together with [that need] comes that intangible thing . . . which keeps the sense of mission in sharp focus.

The kinds of activities made available to faculty and staff at the institutions examined addressed both the need for faculty to remain up-to-date and to remain vital. The activities included university courses for credit, on-campus workshops, off-campus workshops, attendance at state and national conferences, and return-to-industry programs. The following comments demonstrate the extent and variety of professional development activities made available to occupational-technical faculty:

> I especially like the [university] classes on campus. I don't have to go to [the university] to take them. (Full-time faculty)

> When we saw that and we recognized that we were going to have to go with what Detroit [the automotive industry] seems to be wanting, we got one of our very broad-based faculty members and trained him in statistical process control. (Administrator)

> Now what we use that for is for educational leaves and return-to-industry leaves. In essence, what we do is replace that faculty member for a quarter or for half-time for a quarter. (Administrator)

> As far as other activities, we do underwrite tuition for faculty members. I'm very actively supporting one minority faculty member in getting her master's degree. . . . I'm spending money for next year and in July or early August, one of my faculty members is going to Oklahoma for a two-week course in networking—computer networking. She also has been the past two summers to [a university] for their summer computer institute. (Administrator)

> So we have offered seminars done by in-house staff. We've offered . . . well, it is related to the one-minute manager. We offered one of the building instructional skills modules and we will offer another.

. . . . One year we did a seminar on "That is not my job. It is everybody's job." And then one year we did how to create your own type of wisdom. . . . We have done things by our own staff, from introduction to computers, to advanced LOTUS, to using the computerized test scoring equipment. (Administrator)

Different faculty members actually go into work situations for a short-term or extended period. . . . [For example], part of the quarter the department head for the biomedical equipment technology was on return-to-industry leave working at [the local hospital] and in laboratories in [a nearby town]. (Administrator).

It was good experience. I had been teaching for nine years and I went to industry for two years. . . . I did that back in the '70s and at that time heat pumps were really coming back and it really helped me along those lines. (Full-time faculty)

A secretary worked in a business office and an instructor worked in laboratories, and a nursing instructor worked at a medical center and an instructor in industrial division was on educational leave to attend a university, and another business instructor worked with H&R Block. (Administrator)

Going back over to professional development and that kind of thing, we do offer a thing about computers. We teach courses [as] an in-house sort of thing—like MS DOS workshops which will be like two Saturdays, all day. (Administrator)

In addition to that, we do have days we have set aside . . . for staff development on the campus where the staff development committee plans activities for the faculty and staff. [They] bring consultants in from the outside, and that has been increasingly successful. (Administrator)

In response to [a variety of changes], there seems to be more recognition that we are not going to be able to survive unless we do have opportunities to change, to upgrade, [and to improve] our teaching skills to meet the needs of the community. (Administrator)

There appeared to be a recognition by some administrators, but by no means all, that professional development can include activities which are not part of a formal plan. The comments of one administrator illustrate this point of view:

I have often contended that the individual who does something, . . . reads, and those kinds of things, [is] doing just as much professional development for themselves as the person who goes back to school.

There was some disagreement between administrators and faculty regarding what types of professional development activities were most important. Faculty seemed in near unanimous agreement that updating and training activities were most important, while many administrators spoke of the need for faculty (especially part-time faculty) to work at improving their instructional skills. The following serve to illustrate the kinds of comments made:

> So [the faculty], when it comes from the bottom up, are more likely to go for professional development activities that are technical. They're the people who will say I really don't want as much a course in education methodology as much as I'd like a course in advanced manufacturing techniques or laser technology. To them, what is important is keeping up with their technical fields.

This administrator went on to say,

> [The president and dean] sometimes look in broader terms and they want the faculty not only to know technically what they're speaking about, but to buy into . . . the way people think in a community college setting. And that is generally best done through courses in education.

In response to the question, "Do you look for discipline-oriented classes or general teaching skill classes?" a group of part-time occupational-technical faculty responded unanimously "disciplinary." And in response to the question, "Do you find that you need, or that you have an interest in pedagogical classes?" the answer was a unanimous "No." One of the faculty members present went on to add,

> I've been teaching for twenty years. Every time I get a classroom evaluation, it is spectacular! I don't think I need to go back and learn how to teach.

On the other hand, an administrator spoke of the need for part-time faculty to improve their instructional skills:

> Well, I think that [part-time faculty] would probably need an activity that would expose them to some skills in working with adults—in many cases, simply some exposure to teaching. How do you get the information across to the students. [Many part-time faculty] have a technical background, but they may not or may never have taught.

There was a high degree of diversity in the kinds of activities offered and accepted as part of professional development at the six case study institutions. That

is, there was diversity within each institution, but considerable agreement across institutions. All provided opportunities for faculty to take courses, attend conferences, return to industry, and to request assistance for a wide range of other activities. Each institution provided some inservice activities, although those were clearly not as well received as other types of activities. In general, occupational-technical faculty preferred activities that allowed them to update or stay current in their particular areas of expertise, while administrators recognized a need for faculty, particularly part-time faculty, to improve their levels of instructional skill.

- **Limitations and barriers to professional development were present, acknowledged, and usually overcome.**

Faculty and administrators in even these exemplary institutions felt a heavy weight of limitations and barriers bearing down on professional development. Funding was an obvious concern for all, but constraints of time and of organizational barriers and internal politics were also keenly felt. In these institutions, the pattern was to acknowledge the weight and the reality of the constraints and then to discuss the ways these limitations and barriers were reduced or eliminated. Professional development was a priority in these six institutions, so administratively controlled funding was channeled toward professional development or outside monies were raised. Funding was a constraint, but, in these institutions, not a limitation. Other barriers could not be so centrally controlled. Time constraints and, to a lesser degree, organizational and political limitations had to be addressed more indirectly. The notable point in these institutions was that the barriers did exist and were acknowledged; they were also usually successfully negotiated. A faculty member at one of the institutions had this to say:

> One of the things that I've seen as a pattern is with the state funding going down and we can't seem to get our trips as much as we would like. . . . I think the school has endeavored to have a lot more [of] our own inservices and people like Bernice McCarthy and John Roueche and really good people come in.

As with all things in the real world, not one of the programs was perfect. Suggestions for improvements ranged from wanting more structure, to wanting less structure, to establishing a position with greater control over professional

development, to increasing funding for travel and courses, to offering more opportunities for part-time faculty.

The most consistent complaint from faculty and administrators concerning participation in professional development was the lack of time. Many faculty members acknowledged a concern over the lack of time, particularly as it relates to time away from classes. The following comments from full-time faculty are representative of the kinds of comments heard:

> I still think the biggest problem is lack of time. . . . I think the biggest problem is lack of time to participate.
>
> We are required [to have courses in our discipline] to keep our license . . . and the biggest problem is getting those sixteen hours. . . . I have to go on Saturdays and evenings because I cannot get release time. There is nobody to teach my class when I do go, so the students are going to suffer.
>
> It is just that there seems to be so many things going. Everything is going on at one time and you just don't have time to do it. While the want and the need is there, it seems that there is never enough time to get in there and do it.
>
> When you are on the quarter system and you miss two or three days going to seminars, you get behind. You can't catch up. So you want to go to some of these things—and there have been some great ones that have been very inexpensive that I would have loved to have gone to—but I can't afford to miss three days of class.

An administrator had this to say:

> We really have rarely said that we couldn't afford for you to engage in professional development. . . . Money is not a problem. . . . And reasonably time is the problem. That is unfortunate. . . . If you are going to be out for a couple of days, you have to make a choice of whether it is fair to the students not to provide them with that instruction.

Another administrator offered this recommendation:

> I would like to have, every semester, two opportunities for professional development of the faculty and that these opportunities would involve technical as well as let's sit down and see where we're going. A day in which one can simply get away from the bloody phone, sit down as people—as professionals—and come up with solutions—discuss problems and solutions.

Although not a universal concern, there was some discussion regarding the equitable distribution of funds to full-time faculty. Some full-time faculty felt that the amount of money available for professional development was not made clear to all faculty and that some faculty were being left out. The following faculty comment illustrates this concern:

> But I feel like [the amount of money available] needs to be published and equitably [distributed]. If it runs out, then it runs out, but everybody at least gets the same amount, or an opportunity for that same amount.

Most of those interviewed seemed to feel that professional development was operating effectively and providing opportunities for faculty to participate in a variety of activities. The following quote from a division chairperson illustrates this common point of view:

> If one is to summarize very candidly the effectiveness of the college professional development, I would say it has been pretty darn good. We still need to do a lot more for adjuncts.

As indicated by that last statement, professional development for part-time faculty was an area that concerned many faculty and administrators. Part-time faculty experienced many more barriers to professional development than full-time faculty. Financial resources were less abundant and scheduling was a much greater obstacle for part-time faculty. One administrator lamented,

> It is difficult to find the time when we can schedule the activities when [part-time faculty] would be available. . . . But if we could find the time—that is not that easy to do . . . I think there are certain topics that a good number would attend.

In the six case study institutions, limitations and barriers to professional development did not seem to be a major concern of those interviewed. Funding, for the most part, was not a significant problem, although some concern was voiced regarding future declines in funding. The major concern and major limitation to faculty participation in professional development was time. Faculty teaching loads made participation in additional activities difficult and finding appropriate classroom replacements while faculty attended conferences was another problem.

Most of those interviewed agreed that professional development for part-time faculty was inadequate. The majority of formal professional development plans did not include part-time faculty and funding for part-time faculty was much less than for full-time faculty. Scheduling activities for part-time faculty was a significant problem, since many had full-time jobs in addition to their teaching responsibilities.

CONCLUSIONS AND IMPLICATIONS

The reduction of categories from the transcript material to themes led the research team to an increased understanding of professional development. Indeed, the understanding of professional development seemed to unfold as if working with a series of small, wooden Russian dolls: the Matryoshka dolls. When the doll is twisted, it comes apart into two pieces. When the two pieces are pulled apart, inside is another doll, usually of the same shape but perhaps of a different color. And then when that doll is pulled apart, within it is a different, but similar, smaller, more central doll. This progression can be followed about as far as the artistry of the worker and the money one is willing to expend will allow. In a similar way, the researchers found the analysis of these case studies to lead to an increasingly deeper understanding of professional development and its place within a total institution.

Surface Level: Doll Number One

The six themes identified through analysis of the case studies represent the form and appearance of the first Matryoshka doll. These themes relate to professional development, but also reflect aspects of the institutions and their leadership common to all the case studies:

1. The institution has strong leadership which maintains an emphasis on the growth and development of individuals, programs, and the institution.
2. Full-time faculty perceive a caring and supportive environment at the institution, with professional development an outcome of that environment.

3. Part-time faculty see themselves as significant but "lesser" members of the institution.
4. Both the institution and the individual benefit from professional development activities.
5. Professional development activities were diverse and oriented to individual needs and interests.
6. Limitations and barriers to professional development were present, acknowledged, and usually overcome.

Next Level: Doll Number Two

Once the themes that represent shared characteristics were identified, it was possible to draw some general conclusions about the study itself, about professional development programs generally, and about professional development in the institutions studied.

First, and most pragmatically, the criterion of comprehensiveness had a kind of surface validity. That is, the professional development programs at all the institutions studied were clearly effective, were clearly a part of a vibrant institution, contributed to the growth of individuals, and were perceived by the members of the institution as effective and instrumental parts in the vitality of the institution. On the other hand, it is possible that an institution might exist that met the study's criteria, but did not show signs of vitality. However, in all the institutions studied there was an active professional development program which was well received by both the institution and the people within it. The researchers concluded, then, that the comprehensiveness criterion was reasonable and did provide an appropriate basis for identifying exemplary institutions.

The second major conclusion was that no ideal model for professional development was revealed from this research. It was very clear that the way programs were organized varied enormously, even among the six case study institutions, and it might be assumed program organization varied even more broadly among other good programs. Even though only those institutions that addressed a wide range of topics and used a wide range of delivery systems and incentives were selected, there was more variation among these six institutions than there was uniformity. They all used the various dimensions that had been identified, but they used them differently, to different degrees, and, in several instances, to

different purposes. The researchers came away feeling that it would not be possible to talk about a single model for organizing, for delivering, or for stimulating interest in professional development programs. Those qualities appear to go beyond the professional development activities themselves into the more general domain of the institution in which the activities are lodged.

Third, there were several elements common to the six professional development programs studied: (1) all the institutions selected for case studies used planning in some form and to some degree; (2) all used a support structure for professional development, either a formal committee or an informally supported apparatus or arrangement within the faculty; (3) all committed significant resources of both money, energy, and institutional time to the professional development program; and, finally, (4) all the programs in our sample evidenced significant amounts of flexibility in the way they were applied and used.

Next Level: Doll Number Three

The research team was satisfied with the conclusions from the surface analysis of the themes that emerged from the study, and the general conclusions, but also felt there was more. As the research team thought about what had been seen and heard, talked it over, and ultimately analyzed what was occurring, the third level of the "Matryoshka doll" was reached. At this level, two insights emerged. First, it was clear that leadership of a particular type was evident within the organizations. The leadership evidenced within these institutions served to connect the individuals working within the institution to the institution. This connection was solidified by creating agreement about the mission of the institution and by supporting, encouraging, and stimulating the individuals within the institution to invest their energies and interests in that mission. These are the basic components and elements that are found in the literature concerning transformational leadership: leadership that transforms an institution by giving it purpose; and leadership that transforms individuals by giving them goals beyond self-interest. Very significant evidence of these patterns of leadership was detected throughout the institutions studied.

A second insight also emerged. Each of the institutions studied appeared to be an effective institution. The effectiveness literature, like the literature on transformational leadership, is familiar and topical literature. Naisbitt (1982) described the effective

institution as one that has figured out its purpose. For example, the railroad failed because it failed to identify its mission as transportation, but instead saw it only as being a railroad. Therefore, the railroad was ultimately an ineffective institution. Effective institutions gain a clear sense of their missions and organize their resources—fiscal, physical, and human—to accomplish those missions. Each of the institutions in our case studies had a clear mission and an ideology supportive of that mission; the people within each organization knew and valued that ideology and mission. The leadership within the institutions stimulated people to share the ideology of the institution, indeed often to shift their own values to incorporate those of the institution. Individuals were an integral part of setting the values of the institution, setting its mission, and, thus, had an investment in it. Transformational leadership and effectiveness within the institution interacted in a very powerful way in each of these institutions.

If the analysis had stopped here, the results would be very consistent with the existing literature on organizations and leadership. But the researchers were not really satisfied that all the issues connected with professional development as it affected these institutions had been addressed. Thus, the researchers proceeded to the final level of analysis.

Final Level: Doll Number Four

The impetus that drove the researchers to look further was the disconcerting sense that many things about professional development had not yet been uncovered. At level three, professional development activities had been lost within the broader context of the processes of transformational leadership and the operation of an effective institution. In this sense, professional development was subsumed within the activities of the institution and represented one other way an institution attempts to represent its ideology and accomplish its missions. The researchers wanted to go further.

The final level of analysis addressed institutional culture as revealed in the case studies. Each of these institutions had a unique institutional culture which influenced its professional development program and was influenced by that program. In his study of curriculum in higher education, Tierney (1989) related institutional culture to curriculum.

This study found many parallels to Tierney's findings. If one substitutes "professional development" for "curriculum," Tierney's observations from his case studies are appropriate here:

> Each of the institutions has unique cultures wherein participants come to terms with the curriculum. The culture derives its meaning in large part through the ideological construction of the mission. As employed here, ideology concerns both the production and interpretation of meaning through the enactment of culture. The beliefs and values that organizational participants use to shape the curriculum derive in part from the mission. The importance of understanding the ideological significance of organizational mission concerns both the participants' ability to come to terms with how the organization produces meaning, and how the participants support, contradict, or resist those meanings. For example, the comprehension of how ideology works enables us to investigate the assumptions of the organizational participants' definition of knowledge and what should or should not go into a curriculum. (pp. 126-127)

Participants in these institutions saw themselves as teachers and advocates for their students and as active participants in the nurturing of their students and the community from which they came. Their work was accomplished in an institutional context. In these institutions, the participants felt they contributed to creating the ideology and values of the institution and acted through the institution to positively impact their students and communities. This sense of shared values, commitment to an ideology of participation and nurturance, and reciprocal interrelatedness contributed to the culture of the institute.

This leads to three concrete interpretations. First, leadership is present within the institution and it does empower the individuals within the institution. This concept of leadership is different from the bureaucratic model of legalistic authority coming down in a preordained order and permeating the hierarchy of the institution. Rather, leadership appeared to be an interactive process, exercised by individuals from all levels of the institution. Although leadership was found most frequently coming from presidents, who in turn stimulated others in the institution to take leadership in nurturing, presenting a positive environment, and contributing to the missions of the institution, there were instances where the leadership appeared to come primarily from people further down the hierarchy of the institution. A strong characteristic of this leadership appeared to be the belief that empowering others did not diminish the power of the "empowerer," but that power was a commodity that could be shared and generated throughout the institution. Furthermore, the belief seemed to exist that the more power given to individuals, the better the institution was served.

This symbiotic, somewhat altruistic, use of power seemed to be characteristic of the leadership present in these institutions and is consistent with the concepts of transformational leadership current in the literature.

A second dimension of the institutional culture is the level of community. In this context, community can be thought of as a critical mass of individuals within the institution who value the mission of the institution, either because its values fit their own or because their values have become reflected in the institution. The essence of community is that this critical mass of individuals have committed themselves and committed dimensions of their professional careers to the institution. This critical mass of individuals existed in each of the case study institutions and was sufficient to establish the ideology of the institution and to bring the total institution as community forward in a way that led the research team to conclude that it was an effective institution.

It should not be inferred from this discussion that people who disagreed with the mission of the institution, who disagreed with activities represented by professional development, and who quarreled with those in leadership positions were not among those interviewed. There were such individuals in each of the case study institutions. However, these individuals did not dominate or block the activities of the institution. The dominant group, the critical mass, accepted the values of the institution and, committed to it, set the ideology and culture of the institution, carrying with them the less committed members of that community. The community, then, can be thought of as a large group of people within which a core of individuals, the critical mass, determines the real direction, purpose, and missions of the institution.

A third characteristic of the institutional culture identified by the researchers relates to the idea of nurturing. In these institutions, individuals were neither dependent on the organization nor parasitic on the organization, nor did the organization take from the individuals without giving. Rather, the relationship was symbiotic. This was often represented by some of the activities captured under professional development programs. In this way, institutional leaders talked about encouraging the professional and personal development of their faculties and staffs, even though the benefits to the institution might be indirect. If the individual was growing, happy, vital, and dynamic, the institution would certainly benefit from that situation.

Not only was a nurturing, positive, and purposeful institutional culture found, but within that culture, planning occurred. Planning was done in the context of an agreed ideology and mission for the institution. Individuals within the institution were quite clear about the missions and priorities of the institution. Since a symbiotic relationship between individuals and the organization existed and since there was agreement concerning the purposes of the organization, the institution could function as a loosely coupled system. In a loosely coupled system, it is not essential that there be absolute concurrence with the goals and objectives of the institution for all the activities of all the individuals within the organization. An organization can function as a loosely coupled system when there is confidence within the institution that the staff knows and supports the purposes of the organization. Control, authority, and accountability can be relaxed and replaced by trust. This is the model used to describe the traditional collegiate organization.

Operating as a loosely coupled system means that the organization is utilizing "organizational slack." This term represents the fact that when organizations have a surplus in any area it can then invest that surplus to help it accomplish its mission more clearly. An organization with loose coupling conserves resources otherwise invested in control and monitoring activities. The surplus in these instances was found in both financial resources and in human energy. These human energies in many institutions are expended on arguments about mission or about anguishing over what the institutional priorities should be. In the institutions studied, the surplus energies could be diverted, saved, and invested in other ways. This kind of energy was available because these institutions, through their leadership and effectiveness, had already settled issues of ideology and mission. The organization, subsystems, and individuals within the institution were able to experiment and find ways that would help them and the institution accomplish their goals. This free-play and searching for alternatives is inefficient in the beginning, but pays big dividends in the end. For these institutions, plans could be implemented without a heavy bureaucratic hand through empowering, not controlling, individuals within the organization.

Therefore, it is the conclusion of the researchers involved in this study that no single model of professional development emerged as the best way to accomplish professional development goals. Rather, the researchers found professional development in its best, exemplary patterns, to be a natural consequence of a well-led, effective institution. Professional development is an essential ingredient for an effective institution, but, by itself, it cannot make an institution effective. It is one dimension of an effective

institution and one element of an institution experiencing positive, perhaps transformational, leadership and an empowering, positive, and nurturing organizational culture.

Implications for Practice

How can the conclusions of this study be useful to those institutions interested in improving their professional development programs? The first lesson learned from this study is that there is no single, best way to organize a professional development program. There clearly was variation in the way professional development programs were organized and structured, from informal to formal. It cannot be concluded from this study that a rigidly formalized professional development program is more effective than one that has no formalized structure; nor can the reverse be concluded. However, a few common elements did emerge from this study that might be useful to those wishing to improve their professional development programs.

Professional development programs are one vehicle through which institutions may evidence their ideology. When the values of the participants and other stakeholders in the institution are consistent with the ideology of the institution, a positive environment and culture are possible. Leadership supportive of individual and professional growth contributes significantly to the empowerment of individuals within the organization. A critical core of empowered individuals can influence the culture of the institution and the direction of its growth and development. A professional development program can contribute to that growth and development, can assist in building a common ideology and a sense of community around shared values, and can be used to address short-term institutional issues.

In concrete terms, professional development programs provide a variety of ways for full- and part-time faculty to participate in professional development. The variety of methods of delivering professional development include such activities as university credit courses; non-credit courses; local, state, and national conferences; on-campus workshops; group orientation meetings; sabbaticals; and return-to-industry opportunities (for a more complete list of delivery methods, see Appendix 2).

Activities within professional development programs cover a wide range of topics, including mission of the college, student characteristics, curriculum development, teaching methods, advising, student evaluations, knowledge updating, skills updating, financial planning, and computer literacy.

Professional development programs need adequate funding. Funds are needed to pay tuition, pay travel, hire substitutes, pay salary during sabbaticals, and pay for release time.

Professional development programs need flexibility. All six case study institutions exhibited willingness to be flexible and to accommodate as much as possible the individual needs and wants of members of the college community. Too much structure was felt to inhibit, rather than facilitate, professional development.

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APPENDICES

Appendix 1
Guiding Questions Used in the Interviews and Focus Groups

Every attempt was made to keep the interviews as unstructured as possible. The following questions were used as guides to keep the discussion going in a direction that yielded as much information as we could get regarding professional development at the specific institution.

Examples of beginning questions:

1. "This college or technical institution was selected because it is identified as having an exemplary professional development program for occupational-technical faculty. How does professional development work at this college?"

2. "We are interested in finding out as much as we can about professional development in various colleges that have been identified as being exemplary. How does it operate here?"

Examples of probing questions used:

1. "Can you tell me more about that?"

2. "What else can you say about that aspect of the professional development program at this college?"

3. "I'm not sure what you are saying, can you explain that further?"

4. "You said this is the way it is now being done. Hasn't it always been done this way or is this new?"

5. "Will this be continued?"

Examples of questions to bring closure:

1. "We have talked quite a bit about the professional development program at this college. Are there other issues or areas that you still can tell us about?"

2. "Since our time is somewhat limited and we want to be sure we've given you every opportunity to share your perceptions of professional development at this college, are there other thoughts or areas you would like to share?"

Appendix 2
Delivery Methods for Professional Development

1. Individual professional development plans
2. Group orientation
3. Individual orientation
4. University courses
5. Non-credit courses
6. On-campus workshops/seminars
7. Local, state, and national conference participation
8. Retreats
9. External consultants
10. Internships in industry/education
11. Sabbaticals
12. Faculty exchange with business and industry
13. Faculty exchange with other educational agencies
14. Mentoring
15. Professional association participation
16. Consulting
17. Reading professional literature
18. Professional reading centers
19. Publishing
20. Conducting research
21. Serving on special task forces and panels
22. Field trips
23. Adopt an industry program
24. Brown-bag symposiums
25. Creative discussion forums
26. Industry/education rap sessions
27. Speaker's bureau
28. Computerized network systems

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